Teacher Tips: Mad Feelings

Managing our feelings takes self-control. Children are not born with self-control. They learn it gradually from infancy and through every stage of development. Learning to manage anger is a process learned by having strategies to use in the moment and using them time after time. There are no magic answers or tricks for helping children to get their anger under control.

Use the following suggestions to help the children in your classroom develop strategies for managing their mad feelings.

- When a child seems angry, here are some words you could use:
  - “I can see you’re angry. I want to help you feel better. Can I hold you while you calm down?”
  - “I can see that you’re mad. I can’t let you hurt others or yourself. It might help to tell ____, ‘I didn’t like it when ____.’”
  - For an older child, you might say: “I’ve been trying to help you with your mad feelings, but it doesn’t seem to be working. I’m going to let you sit here where I can see you. When you’re ready, let me know. You can come to me or let me know that I can come to you.”
  - For preschoolers, use positive statements, rather than using the word “No!” Example: When you say “No hitting,” children hear “hitting.” Instead say something like “Use your words” or “Keep your hands to yourself.”
  - For a toddler, say a quick “No” followed by what they should do.
  - When a child is showing self-control, congratulate him/her.
  - Plan activities throughout your curriculum that require children to practice physical control, like stopping and starting, or add stop signs in the block area or outside on the playground.
  - Give children a chance to express their feelings through Daniel’s online game Feel the Music - http://pbskids.org/daniel/games/feel-the-music/.
  - Show video clip #2 of children practicing the strategy and have the children in your care practice it, too.
  - Remind children to sing Daniel Tiger’s strategy song whenever they feel mad.

When you feel so mad that you want to roar...
Take a deep breath and count to four... 1, 2, 3, 4.